

# POLS 4320 – JUDICIAL POLITICS

*Tuesdays and Thursdays: 9:00 am – 10:20 am  
Education Building, Room 313*

INSTRUCTOR: Dr. Rebecca A. Reid  
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OFFICE HOURS: Tuesdays and Thursdays 10:30 – 2:30 pm,  
or by appointment

## LAND ACKNOWLEDGMENT

We, the UTEP Department of Political Science, acknowledge that we are in the unceded territories of the Indigenous Peoples who, along with countless generations of ancestors, are the guardians and keepers of this land, both throughout history and in contemporary times: the Tigua, Mansos, Sumas, Ndé, the Piros, Mescalero Apache, Chiricahua Apache, Tarahumara, Yaqui, Jumano, Comanche, Kiowa, Rarámuri, Tohono O'odham, Kickapoo, Diné, Hopi, Zapotec, Mixtec, Aztec-Nahua-Mexica, Huichol, Tepehuan, Coahuilteco, Chichimeca, and the other Native communities who comprise our multinational region. As scholars and people who reside and work in these lands, we respect and honor the millennia-long history of Native peoples on this land and their ongoing presence today.

## COURSE DESCRIPTION

An introduction to the scientific study of law, courts, and judicial processes. This course will examine the major controversies in the Political Science subfield of Law and Courts. Areas which may be covered include: judicial decision making, judicial selection, agenda-setting, and judicial implementation.

## UTEP EDGE

This course encompasses activities associated with UTEP EDGE, including (1) **problem-solving** and (2) **critical thinking** through class discussion and assignments. This course enables and requires (3) **research and scholarly activity** through the generation of a literature review, as well as (4) **creativity** as assignments challenge students to think in innovative ways to produce original arguments, evaluate problems, and teach substantive material to their peers. (5) **Communication** is emphasized through the completion of a variety of written assignments as well as class discussion so enable students to develop their voice and refine their effectiveness as writers and speakers. Students will enhance their (6) **global awareness** through comparative approaches to law and judicial systems, and students are challenged to develop (7) **social responsibility** by critically evaluating the causes and consequences of judge-made law across increasingly interdependent yet diverse communities across the globe. Finally, students refine (8) **leadership skills** through serving as class discussion leader teams to guide and contribute student learning of course themes

and readings, and students develop 9) **teamwork** through working together in comprehending and presenting scholarship.

## **LEARNING OUTCOMES**

Over the course of the semester students will have:

- An understanding of the key elements of judicial institutions and legal systems as well as understand how institutions shape behavior of judges and the legal community.
- Developed an understanding of the fundamental theories related to judicial behavior and decision-making, becoming familiar with peer-reviewed academic scholarship and empirical studies.
- Developed critical and analytical thinking skills necessary to adapt and apply theoretical arguments to specific institutional and environmental contexts.
- Demonstrated the ability to synthesize and evaluate specific arguments into cogent arguments and explanations.
- Developed an understanding of the a) key elements of judicial institutions and legal systems cross-nationally and internationally, b) how law and courts operate within and across jurisdictions and political contexts, and c) how institutions shape behavior of judges, states, and the transnational legal community(s).
- Become introduced to diverse perspectives of the rule of law and become familiar with basic social science theories and be able to apply theoretical perspectives to explain political behavior and processes.
- Demonstrate critical thinking skills to analyze and evaluate multiple perspectives and viewpoints, developing nuanced, independent thinking skills that synthesizes knowledge acquired.
- Demonstrate empathy and open-mindedness to others, demonstrating respect and value of diversity of cultures, backgrounds, viewpoints, and experiences.
- Developed effective teamwork and leadership skills for collaborative work while demonstrating respect and value for a diversity of opinions, viewpoints, and perspectives.
- Created an original literature review related to a key theme or issue in judicial politics

## **COURSE REQUIREMENTS AND GRADING**

Evaluation in this course will be based on the following components:

Attendance/Participation	20%
Article Analysis and Evaluation	25%
Team Discussion Leaders	25%
Advances in Judicial Politics Paper	30%

The grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

### **Attendance and Participation**

Attendance and participation are essential for this seminar-style class. Students are responsible for offering their thoughts, opinions, and questions without solicitation from the instructor. Needless to say, these thoughts should have merit and be based upon the readings. Students are expected to complete the readings each week, even if they are not presenting the material that week. Students are expected to contribute to conversations, discussions, and questions as co-equal contributors of knowledge.

### **Article Analysis and Evaluation**

Students are required to complete an Article Analysis and Evaluation assignment on identified days as noted in Course Schedule. This assignment assists students in breaking down peer-reviewed academic articles so as to improve student comprehension and understanding (see page 19 of syllabus for assignment prompt). These assignments also challenge students to evaluate these articles so as to develop critical and analytical thinking skills.

These Article Analysis and Evaluation assignments are **due in the beginning of class** (in hard copy format preferably though via email is acceptable as long as the timestamp of receipt is prior to 10:30 am). Late assignments are not accepted; however, the lowest two grades will be dropped.

### **Team Discussion Leader**

Each week will have Team Discussion Leaders assigned, whose role that week is to initiate, guide, and moderate the discussion of the readings for that week. Discussion Leaders can select to present and teach the readings to the class, and/or facilitate student-led discussions to address main themes, core arguments, limitations, and questions. Discussion Leaders are intended to facilitate peer-based learning, where all students are expected to have equal share of knowledge, learning capacity, and responsibility. The instructor will assist and interject as needed to ensure that fundamental themes, theories, implications, and details are articulated and explained, as well as any error-correction that may be needed. Discussion Leaders facilitate peer-based learning and teamwork, assisted by the instructor.

### **Advances in Judicial Politics Paper**

Advances in Judicial Politics paper consists of a paper that offer a discussion of the evolution of scholarship in judicial politics around a central theme. In other words, it serves as a literature review that identifies a major theme in judicial politics and traces how scholarship has advanced our understanding of this theme. The paper should focus on identifying significant trends, shifts, and advances in the area of the theme, so as to tell a story that succinctly and coherently conveys how this theme has been explored in judicial politics, major changes or debates in the field, new paradigms and perspectives, and what we currently know from this scholarship—as well as what questions and limitations are left to address in that area.

Themes are selected by individual students, from a list below:

- The rule of law
- Judicial independence
- Judicial appointment procedures
- Judicial term limits
- Judicial campaigns
- Judicial review
- Supreme Court agenda setting
- Shadow docket
- Legal model and judicial decision-making
- Judicial hierarchy
- Courts and federalism
- Measuring judicial political preferences and the attitudinal model
- Judicial collegiality and persuasion
- Diversity on the bench: tokenism, critical mass, and panel effects
- Lawyers and litigation
- Role of Solicitor General
- Court legitimacy
- Courts and public opinion
- Interest groups and amicus curiae
- Judging and empathy
- Courts and the environment
- Courts responding to crisis
- Courts and women's rights
- Courts and Indigenous Peoples
- Courts and LGBTQIA+ rights
- Courts, law, and school education
- Compliance with courts
- Court-curbing
- Courts in authoritarian regimes
- Interactions between international and domestic courts
- Transitional justice

- Courts and economic development
- Courts and democratic backsliding/democratization
- Courts and conflict/war
- Courts and colonization

If a student has a desired theme not identified above, please contact the instructor for approval.

The paper should be 10-15 pages, double-spaced, typed, and employ APSA citation style (see page 20 of syllabus).

The purpose of the paper is NOT to list every scholar you've read and summarize each article individually. Instead, you need to synthesize the readings into a story, showing how different articles speak to each other and promote our understanding of the theme. Papers should be able to identify the seminal (i.e., most important) works in the area, show how scholarship since then has altered, informed, expanded, or replaced these works/concepts/paradigms, and where the scholarship is going. In this way, readers learn who the important actors are in the area, what the important concepts and definitions are, what we know about the theme and how it's changed over time, and what we do not yet know.

Examples of this style of paper can be found often in the Annual Review of Political Science (<https://www.annualreviews.org/toc/polisci/current>), or use article literature reviews as examples.

### **SPECIAL ACCOMODATIONS**

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

### **ACADEMIC DISHONESTY**

**Absolutely no form of academic dishonesty will be tolerated.** The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. *Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.* Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students and the homepage of The Dean of Students at [www.utep.edu/dos](http://www.utep.edu/dos), may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

### **COUNSELING AND PSYCHOLOGICAL SERVICES**

The center, located at 202 Union West, offers confidential counseling services in English or in Spanish. They also provide group and individual counseling for currently enrolled UTEP students. For more information, go to: <https://www.utep.edu/student-affairs/counsel/>.

### **ADELANTE CHILD DEVELOPMENT CENTER**

Child care is available for children of all students of the University. The Adelante Child Development Center is located at 314 W. Schuster and is managed and operated by Adelante Childcare, Inc. Children aged three months to 12 years are accepted, depending on space availability (Hourly, daily and weekly care are available and the Center offers a Summer Camp for school-age children). Age-appropriate early childhood developmental programs are offered in the curriculum. The Adelante Child Development Center is licensed by the Texas Department of Protective and Regulatory Services. Financial assistance is available for qualifying parents through Child Care Services. For more information, please call: **915-532-1114** or contact: [studentaffairs.utep.edu/childcare](http://studentaffairs.utep.edu/childcare). If, for any reason, you cannot find a care-taker for your child(ren), you are welcome to bring them to class.

### **COVID STUDENT RESPONSIBILITIES**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still

need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

## **GENERAL EXPECTATIONS**

I expect all students to behave professionally in this class. You will be held responsible for all material covered in the textbooks, articles, videos, and the class discussions. If you miss a class, you are still responsible for the content of that day's information—which you can obtain from classmates and the assignments.

I will not tolerate disruptive behavior, including (but not limited to) inappropriate computer use, reading newspapers, talking during lectures, using cell phones, and disrespecting classmates or the instructor. Additionally, I expect all students to attend class prepared and to show up on time. It is disrespectful to the instructor and the other students when individuals show up late or are not prepared to participate in the class discussion. I allow the use of laptops for class purposes only.

This class is designed to provide information and challenge students with new, and sometimes controversial, ideas and arguments. This class is designed to be a safe, open environment to express ideas, arguments, and opinions for learning purposes. However, safe does not always mean comfortable. This class does not give you knowledge—i.e., knowledge and understanding are not transfused to students by simply sitting in class. Learning is an interactive process, requiring engagement with the material. Assignments are designed to assist you in learning processes, which consist of understanding material, remembering material, and being able to clearly (and correctly) communicate that material. Learning also entails developing your own insights, and applying them to better your own livelihood and authentic self.

## **CIVILITY AND RESPECT**

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, but courteous behavior and responses are expected. Our campus community reflects and is a part of a society comprising all races, genders, ethnicities, creeds, sexualities, and social circumstances. It is fundamental to our mission to create an unbiased community and to oppose vigorously any form of racism, religious intolerance, sexism, ageism, homophobia, heterosexism, and discrimination against those with disabling conditions. All identity groups (genders, sexualities, races, ethnicities, nationalities, creeds, religions, socioeconomic classes, etc.) must be treated respectfully.

## **COURSE SCHEDULE**

The following is a list of topics to be covered at each class meeting, and the readings, which should be completed in order to fully participate in class that day. You are required to read the material prior to the class. Literature not included in the textbook but listed on syllabus are the responsibility of students to locate and read. Academic articles

can often be found via the UTEP library's website under the "Articles and Database" tab, where you can search repositories like JSTOR and Sage as well as individual journal titles. **Under no circumstance should you pay to access an article.** If you need help locating a specific article, email me and I will help you.

While I give specific days on which certain topics will be discussed, the calendar is subject to change. Any alterations to the course schedule will be clearly announced. As a general rule, the course will follow this order of topics, regardless of date changes, unless otherwise announced. *Readings due* are homework assignments due for that day in class.

### **August 23: Welcome! Introduction and Building a Learning Community**

### **August 25: Why Courts?**

### **August 30: Models of Judicial Decision-Making**

### **September 1: Modeling Judicial Decision-Making and Understanding Scholarship**

*Readings due:*

Bartels, Brandon L. 2009. "The Constraining Capacity of Legal Doctrine on the U.S. Supreme Court." *American Political Science Review* 103 (August): 474-495.

Epstein, Lee, Andrew D. Martin, Jeffrey A. Segal, and Chad Westerland. 2007. "The Judicial Common Space." *JLEO* 23: 303-325.

Hall, Matthew. 2014. "The Semiconstrained Court: Public Opinion, the Separation of Powers, and the U.S. Supreme Court's Fear of Nonimplementation." *American Journal of Political Science* 58 (2): 352-366.

## **September 6: U.S. Supreme Court**

*Readings due:*

Benesh, Sara C., Saul Brenner, and Harold J. Spaeth. 2002. "Aggressive Grants by Affirm-Minded Justices." *APR* 30(May): 219-234.

Lax, Jeffrey R., and Kelly Rader. 2015. "Bargaining Power in the Supreme Court: Evidence from Opinion Assignment and Vote Switching." *The Journal of Politics* 77 (3): 648- 663.

## **September 8: U.S. Supreme Court**

*Readings due:*

Epstein, Lee, Christopher M. Parker, and Jeffrey A. Segal. 2018. "Do Justices Defend the Speech They Hate? An Analysis of In-Group Bias on the US Supreme Court." *Journal of Law and Courts* 6 (2): 237- 262.

Vladeck, Stephen. 2020. "The Solicitor General and The Shadow Docket." 133 *Harvard Law Review* 123.

***\*Article Evaluations due for above two articles (turn in at beginning of class)***

## **September 13: U.S. Supreme Court**

*Readings due:*

Feldman, Adam and Rebecca D. Gill. 2019. "Power Dynamics in Supreme Court Oral Arguments: The Relationship Between Gender and Justice-to-Justice Interruptions." *Justice System Journal*. 40 (3):173-195.

Lane, Elizabeth. 2022. "A Separation-of-Powers Approach to the Supreme Court's Shrinking Caseload." *The Journal of Law and Courts* 10 (1): 1-12.

## **September 15: U.S. Courts of Appeals**

*Readings due:*

Black, Ryan C. and Owens, Ryan J. 2016. "Courting the President: How Circuit Court Judges Alter Their Behavior for Promotion to the Supreme Court." *American Journal of Political Science* 60: 30–43.

Scherer, Nancy, and Banks Miller. 2009. "The Federalist's Society Influence on the Federal Judiciary." *Political Research Quarterly* 62 (2): 366-378.

***\*Article Evaluations due for above two articles (turn in at beginning of class)***

## **September 20: U.S. Courts of Appeal**

*Readings due:*

Williams, Margaret, and Anna Law. 2012. "Understanding Judicial Decision Making in Immigration at the U.S Courts of Appeals." *The Justice System Journal* 33 (1): 97-119.

Harris, Allison P., and Maya Sen. 2019. "Bias and Judging." *Annual Review of Political Science* 22: 241- 259.

## **September 22: U.S. Courts of Appeal**

*Readings due:*

Moyer, Laura, John Szmer, Susan Haire, and Robert Christensen. 2020. "Diversity, Consensus, and Decision Making: Evidence from the U.S. Courts of Appeals." *Politics, Groups & Identities* 8(4): 822-833.

Reid, Rebecca A., Susanne Schorpp, and Susan W. Johnson. 2019. "Trading Liberties for Security: Groupthink, Gender, and 9/11 Effects on U.S. Appellate Decision Making." *American Politics Research* 48 (3): 402- 413.

## **September 27: U.S. District Courts**

*Readings due:*

Tiede, Lydia Brashear. 2007. "Delegation Discretion: Quasi Experiments on District Court Decision Making." *American Political Research* 35: 595-620.

Dumas, Tao L, and Stacia L. Haynie. 2012. "Building an Integrated Model of Trial Court Decision-Making: Predicting Plaintiff Success and Awards across Circuits." *State Politics and Policy Quarterly*. 12:103-126.

## **September 29: Hierarchical Influences on Courts**

*Readings due:*

Stobb, Maureen. 2021. "The Costs of Going Global: Lower Court Response to Constitutional Cross-Fertilization." *The Journal of Law and Courts* 9 (2): 215-232.

Benesh, Sara C. and Malia Reddick. 2002. "Overruled: An Event History Analysis of Lower Court Reaction to Supreme Court Alteration of Precedent." *Journal of Politics* 64: 534-550.

*\*Article Evaluations due for above two articles (turn in at beginning of class)*

## **October 4: Hierarchical Influences on Courts**

*Readings due:*

Bryan, Amanda Clare, and Ryan J. Owens. 2017. "How Supreme Court Justices Supervise Ideologically Distance States." *American Political Research* 45 (3): 435- 456.

Bowie, Jennifer, and Elisha Carol Savchak. 2022. "State Court Influence on US Supreme Court Opinions." *The Journal of Law and Courts* 10 (1): 139- 165.

## **October 6: U.S. State Courts**

*Readings due:*

Johnson, Gbemende. 2017. "Legislative 'Allies' and Judicial Oversight of Executive Power." *The Justice System Journal* 38 (2): 116- 134.

Bonneau, Chris W., and Damon M. Cann. 2011. "Campaign Spending, Diminishing Marginal Returns, and Campaign Finance Restrictions in Judicial Elections." *The Journal of Politics* 73 (4): 1267- 1280.

***\*Article Evaluations due for above two articles (turn in at beginning of class)***

## **October 11: U.S. State Courts**

*Readings due:*

Norris, Mikel, and Holley Tankersley. 2018. "Women Rule: Gendered Leadership and State Supreme Court Chief Justice Selection." *Journal of Women, Politics & Policy* 39 (1): 104-125.

Reid, Rebecca A., and Todd A. Curry. 2021. "Explaining Indigenous Peoples' Success in State Supreme Courts: Party Capability, Judicial Selection, and Representation." *Journal of Law and Courts* 9 (1): 69- 87.

### **October 13: Courts in a Comparative Perspective**

*Readings due:*

Vanberg, George. 2015. "Constitutional Courts in a Comparative Perspective: A Theoretical Assessment." *Annual Review of Political Science* 18: 167-85.

Collins, Jr., Paul M., and Lauren A. McCarthy. 2017. "Friends and Interveners: Interest Group Litigation in a Comparative Context." *The Journal of Law and Courts* 5 (1): 55- 80.

### **October 18: Courts in International Processes**

*Readings due:*

Epperly, Brad, and Jacqueline Sievert. 2019. "Conflict and Courts: Civil War and Judicial Independence Across Democracies." *Political Research Quarterly*, 72 (3): 700- 713.

Cohen, Mathilde. 2020. "Judicial Colonialism Today: The French Overseas Courts." *The Journal of Law and Courts* 8 (2): 247- 276.

### **October 20: New Directions in Courts**

*Readings due:*

Côrtes, Lara, and Ana Côrtes. 2021. "Right to Water and Courts in Brazil: How Do Brazilian Courts Rule When They Frame Water as a Right?" *Water* 13: 3362.

Biehl, João, Lucas E. A. Prates, and Joseph J. Amon. 2021. "Supreme Court v. Necropolitics: The Chaotic Judicialization of COVID-19 in Brazil." *Health Human Rights* 23 (1): 151- 162.

***\*Article Evaluations due for above two articles (turn in at beginning of class)***

## **October 25: Judicial Independence**

*Readings due:*

Ariotti, Margaret, Simone Dietrich, and Joseph Wright. 2021. "Foreign Aid and Judicial Autonomy." *The Review of International Organizations*.

Gibler, Douglas M. and Kirk A. Randazzo. 2011. "Testing the Effects of Independent Judiciaries on the Likelihood of Democratic Backsliding." *AJPS* 55: 696-709.

## **October 27: Insurance Theory**

*Readings due:*

Helmke, Gretchen. 2002. "The Logic of Strategic Defection: Court-Executive Relations in Argentina Under Dictatorship and Democracy" *APSR* 96: 291-303.

Popova, Maria. 2010. "Political Competition as an Obstacle to Judicial Independence: Evidence from Russia and Ukraine," *Comparative Political Studies* 43 (10): 1202-1229.

***\*Article Evaluations due for above two articles (turn in at beginning of class)***

### **November 1: Courts in Non-democracies**

*Readings due:*

Moustafa, Tamir. 2014. "Law and Courts in Authoritarian Regimes" *Annual Review of Law and Social Science* 10: 281-299.

Schaaf, Steven D. 2021. "When Do Courts Constrain the Authoritarian State? Judicial Decision-making in Jordan and Palestine." *Comparative Politics* 54 (2): 375-399.

### **November 3: Courts in Non-democracies**

*Readings due:*

VonDoepp, Peter, and Rachel Ellett. 2011. "Reworking Strategic Models of Executive- Judicial Relations: Insights from New African Democracies." *Comparative Politics* 43: 147-65.

Sievert, Jacqueline M. 2018. "The Case for Courts: Resolving Information Problems in Authoritarian Regimes." *Journal of Peace Research* 55 (6): 774-786.

***\*Article Evaluations due for above two articles (turn in at beginning of class)***

## **November 8: Regional Courts**

### *Readings due:*

Hillebrecht, Courtney. 2012. "The Domestic Mechanisms of Compliance with International Law: Case Studies from the Inter-American Human Rights System." *Human Rights Quarterly*, 34 (2): 959-985.

Stiansen, Øyvind, and Erik Voeten. 2020. "Backlash and Judicial Restraint: Evidence from the European Court of Human Rights." *International Studies Quarterly* 64: 770- 784.

## **November 10: International Courts**

### *Readings due:*

Simmons, Beth Ann, and Allison Danner. 2010. "Credible Commitments and the International Criminal Court." *International Organization* 64 (2): 225-256.

Llamzon, Aloysius P. 2008. "Jurisdiction and Compliance in Recent Decisions of the International Court of Justice." *The European Journal of International Law* 18 (5): 815-852.

***\*Article Evaluations due for above two articles (turn in at beginning of class)***

## **November 15: Transitional Justice**

### *Readings due:*

Teitel, Ruti G. 2003. "Transitional Justice Genealogy." *Harvard Human Rights Journal* 16: 69-94.

Zvobgo, Kelebogile. 2020. "Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions." *International Studies Quarterly* 64 (3): 609- 625.

**November 17: Revisiting Models of Judicial Decision-making**

**November 22: Law, Courts, and Justice: A Reflection**

**November 29: Conclusion**

**December 1: Advances in Judicial Politics Paper due (beginning of class)  
Class Social**



## Article Analysis and Evaluation

As you read each article, answer the below questions to help you understand the key components.

- 1) What is the research question?
- 2) What is the theoretical argument and/or thesis?
- 3) What is the dependent variable?
- 4) What is the main independent variable(s)?
- 5) Do the variables match the theory? Are they appropriate? Do they measure what the authors claim? Are there other variables that could influence the dependent variable that are not included in the article?
- 6) What data used? Is it appropriate to answer the research question? What are the limitations of the data?
- 7) What method of analysis was employed? Qualitative or quantitative? Is this method appropriate for the research question, and why or why not?
- 8) What are the results? Do the authors find support for their hypotheses? How strong are these results?
- 9) How generalizable are the results? Do you think these results speak to causal phenomena outside of the data (countries/court and years) examined?
- 10) How persuasive is the article? Why? What would make the article and arguments more persuasive to you (that the authors found the 'true' causal relationships)?

## APSA Style Guide

For full style manual see <https://connect.apsanet.org/stylemanual/wp-content/uploads/sites/43/2018/11/Style-Manual-for-Political-Science-2018.pdf>

### **In-text Citations**

These are parenthetical portions, usually at the end of sentences, that provide the immediate source of the information used in the sentence. Citations are required for direct quotations, paraphrasing, and facts or opinions not generally known or easily checked. The citations refer the reader to the full source information in the reference list at the end of the manuscript, and are therefore an essential aspect of a manuscript.

APSA employ the *author-date* style preferred by many in the physical, natural, and social sciences. For example: (Smith 2002) or (Smith 2002, 148). See more examples below.

Each parenthetical citation **must** have a matching source that appears in the reference list at the end of the manuscript, including the citations found in endnotes and in the source notes of tables and figures.

Template: (author last name(s) <space> publication year)  
(author last name(s) <space> publication year, page number)

*Examples:* (Arena 2014) (Durant n.d.) \*where n.d. means “no date”

Page numbers must be included for quotes, and should be included to point to specific data sets, ideas, or to avoid ambiguity. The numbers should point to a specifically contextual page or range of pages. The page numbers can be cited as either inclusive or nonconsecutive page numbers.

(Jentleson 2015, 12–14) (Fraser 2017, 227)

With two or three authors, cite all names each time. Use *and*, not an ampersand (&).

(Dodd and Oppenheimer 1977) (Roberts, Smith, and Haptonstahl 2016)

When four or more authors are cited, *et al.* should follow the first author’s last name, even in the first reference, unless the author is in multiple references where the *et al.* would not be the same, in which case use the first and second author’s last names before *et al.* (and so on) or a shortened title in quotes preceded by a comma.

(Angel et al. 1986)

When multiple sources are cited together, they are included in the same parentheses, but separated by semicolons. They should be alphabetized.

(Hochschild 2015; Jentleson 2015)

(Hauck 2000; Hauck and Vogelsong 2005; Hauck, Smith, and Vogelsong 2010; Jordan et al. 1999, 56–58; Walthall 2012)

Citations of multiple sources by the same author, but published in different years, can omit the name with the second source and beyond.

(Barbarosa 1973; 1978) (Barbarosa 1973, 18; 1978, 32)

If two or more sources are published by the same author in the same year, add lowercase letters to the publication year. To determine how to label the sources with the letters, alphabetize them by title.

(Frankly 1957a, 1957b)

A parenthetical citation to a statute or court case should include the name of the case (in italics except for v.) or statute and the year.

(*Baker v. Carr* 1962)

## References

The References section is the same as a Works Cited or Bibliography section at the end of the manuscript.

All references should be alphabetized by author last name. Single-authored sources precede multi-authored sources beginning with the same last name. Multi-authored sources with the same name (first and last) of the first author should continue to be alphabetized by the second author's first name. When a source cannot be alphabetized by the author's name, alphabetize it by (in descending order): year (oldest to newest), editor's name, title, or descriptive phrase. When alphabetizing by article title, an initial article is ignored. Undated or forthcoming books follow all dated works.

All sources included in in-text citations should also appear in the References.

Each part of a reference is separated by a period, except when otherwise indicated. Each part begins with a capital letter unless it is a lowercase part of an author's, editor's, or translator's name. The general format is:

author last name, author first name. year of publication. "Title of article or chapter." *Book or Journal Title* Volume (issue number): page number range.

If the source was published by an organization, association, or corporation and does not carry an author's name, the organization is listed as the author, even if it is also the publisher.

When no author is associated with a source, but an editor(s) or translator(s) is, those names take the place of the author's name. The abbreviations *ed.* or *eds.*, or *trans.* follows the name(s), preceded by a comma.

If the source does not have an author, editor, translator, organization, association, or corporation that sponsored it, the title should be used in place of the name.

When the year of publication cannot be located, *n.d.* must take its place. When the publication is forthcoming (that is, not yet published), the term *forthcoming* takes the place of the year.

### ***Examples***

#### *Journal examples*

Aldrich, John H. 1980. "A Dynamic Model of Presidential Nomination Campaigns." *American Political Science Review* 74 (3): 651–69.

Chambers, Simone. 2018. "Against Democracy. By Jason Brennan." Review of *Against Democracy*, Jason Brennan. *Perspectives on Politics* 16 (2): 503–5. doi: 10.1017/S153759271800066X.

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#### *Book Chapter examples*

Halchin, L. Elaine. 2001. "And This Parent Went to Market: Education as Public Versus Private Good." In *School Choice in the Real World*, eds. Robert Maranto, Scott Milliman, Frederick Hess and April Gresham, 39–57. Boulder, CO: Westview.

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Book examples

Davidson, Roger H., Walter J. Oleszek, Frances E. Lee, and Eric Schickler. 2016. *Congress and Its Members*, 14th edition. Washington, DC: CQ Press.

Website/Blog/Social Media example

Sides, John. 2008. "Who Will Win the Nominations?" *The Monkey Cage* [blog], January 3. [http://themonkeycage.org/2008/01/who\\_will\\_win\\_the\\_nominations/](http://themonkeycage.org/2008/01/who_will_win_the_nominations/).

Dissertation or thesis example

Munger, Frank J. 1955. "Two-Party Politics in the State of Indiana." PhD diss. [or Master's thesis.] Harvard University.

Conference paper (unpublished) example

Mefford, Dwain, and Brian Ripley. 1987. "The Cognitive Foundation of Regime Theory." Paper presented at the Annual Meeting of the American Political Science Association, Chicago.